

## **Psychological and pedagogical support for students' adaptation to learning activity in high science school**

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### **Abstract**

© 2016 by iSER, International Society of Educational Research. The relevance of the study is due to the importance of psychological and pedagogical support for students in university that would prevent difficulties in learning activities and increase adaptive capacity through the development of relevant personal traits. Therefore, this article is aimed at solving the problem of arranging psychological and pedagogical support for first-year students' entry to a new system of educational activity. The key approach to the study of this problem is the system-activity approach, which allows to introduce training activities as a collaborative work with one of its members (the student) gaining experience and others creating facilities for it. The article describes the developed and implemented model of psychological and pedagogical support for student adaptation to educational activity in high school with a key role of tutoring program. The empirical data on the results of program approbation are also under consideration. With the help of system-activity approach the courses "Training activities technology" and "Life science" were adopted, the content of which is revealed in this article. The article may be useful to teachers and tutors, working within the framework of vocational training of students.

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### **Keywords**

Learning activities, Psychological and pedagogical support, Student adaptation, System-activity approach